

Student Artwork Assessment

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Schools of Graduate and Professional Programs

Portfolio Entry for Wisconsin Teacher Standard 1 & 2

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Selected Wisconsin Teacher Standard Descriptors

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTS are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Wisconsin Teacher Standard Descriptors

Wisconsin Teacher Standard (WTS) 1: Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

Dispositions

- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

Performances

- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

Wisconsin Teacher Standard (WTS) 2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and develop, and can provide instruction that supports their intellectual, social, and personal development.

Knowledge

- The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

Dispositions

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

Performances

- The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

Danielson Domains

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Component 1b: Demonstrating Knowledge of Students

Component 1c: Selecting Instructional Goals

Component 1d: Demonstrating Knowledge of Resources

Component 1e: Designing Coherent Instruction

Component 1f: Assessing Student Learning

Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately

Component 3b: Using Questioning and Discussion Techniques

Component 3c: Engaging Students in Learning

Component 3d: Providing Feedback to Students

Component 3e: Demonstrating Flexibility and Responsiveness

Pre-assessments

Self-assessment of Instruction Related to WTS and Targeted Student Learning Objective

Tying student assessment with inquiry-based learning is an idea that has been turned into a goal. The concept of having a living assessment plan that directly relates to each specific lesson is designed to encourage students to be more involved in their learning. This goal is linked directly to improving student tools of inquiry (WTS 1) and multiple areas of student development (WTS 2). Art assessment is difficult, but my goal is to incorporate and create a plan that provides the students more meaningful feedback as well as an opportunity to learn in diverse ways.

My goal was created because of an ongoing process to improve student assessment in my studio art classes. When I started teaching, I used a standard rubric for assessing my students' work. By observing and evaluating the students' performance and gained knowledge it was clear that this needed to be area of improvement. It was my own lack of understanding that the students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning. My knowledge of their background and experience with certain mediums needs to improve. To improve understanding of certain concepts and techniques, my knowledge and use of "debates...process if inquiry" and "ways of knowing" is also in need of improvement. The rubrics that I used (artifacts A) were very vague and did not encourage growth or reinforce the natural enthusiasm of the students. WTS 1 mentions the teachers understanding of "tools inquiry." The students were getting the guidelines of the lesson and then worked on it alone and many times would not gain a different perspective throughout the entire project or lesson, unless they specifically asked for it. Regarding the performance descriptor "develops and uses curricula that encourage students to see, question, and interpret ideas from diverse

perspectives,” the project were turned in and evaluated by me using the same criterion for each project. The rubric was given back to the students, often a week after the project ended, with the number of points they received on the project. The feedback was informal and useless at that time.

WTS 2 is “Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and develop, and can provide instruction that supports their intellectual, social, and personal development.” I have not used any pre-assessment methods to gain an understanding of skill and knowledge level. My lesson and assessment plans were not written to aid students in “constructing knowledge, acquiring skills and promote student learning for a wide range of abilities.” Regarding the disposition descriptor, “The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence,” my assessment rubric displayed no variation from lesson to lesson. I was unaware of the different level of talents from student to student and it was impossible to acknowledge them. Students who lacked certain skills were given little area for them to develop them and in turn did nothing for their self-confidence. Regarding the performance descriptor, “The teacher assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development,” it was hard for students to achieve any cognitive, social, emotional and physical advancement because the opportunity did not exist. The students worked on their own and any conversation between students was not on task and unproductive.

Assessment of Student Performance Related to Targeted Student Learning Objective

In a review of the students' letter grades during this time the grades showed a slight decline but what became obvious was the poor student participation and decreased enthusiasm in the class. The students' effort in the class was noticeably lacking. Student tardiness for the studio classes were also on the increase. The students in the upper level studio classes did not have the skills and knowledge of certain techniques to progress in those courses. A closer look at the rubric scores showed that the students were not getting informative feedback quickly enough to correct any mistakes or gain any knowledge of particular skills. This is important because had there been more of a connection between the students and me the instructor the mistakes could have been caught and the student would have been sent on the right track. With mistakes being corrected due to an assessment plan with multiple checkpoints and closer collaboration with the other students and the teacher, a more cumulative understanding of the art skills and techniques would have taken place.

Assessment of Learning Environment While Learning Targeted Objective

The students that register for my high school studio art classes are generally interested in the class and come in with a good attitude. The high end students are the ones that have had success in their own time and also in prior classes. Their experience is evident and shows in their confidence. These students do well in these courses regardless of the lesson techniques and assessment plans. The lower-end students in these courses lacked the experience, motivation, confidence and possibly the proper prior instruction to excel in these classes. While assessing my approach to my instruction in these classes, it became clear that the classroom environment lacked structure and showed no inquiry relating to the projects. Student collaboration was minimal and simple misuse tools and misunderstandings of the techniques were common. The documents in Artifact A, show two old rubrics that I used that provided little guidance and

encouragement. The feedback was also too late as the scores were received by the student well after the lesson had ended.

Assessment Conclusion and Essential Question to Guide Research

The self-assessment, assessments of student performance and learning environment show that a refined assessment plan is needed to encourage student growth in areas of inquiry learning, collaborative discovery and overall enthusiasm for the process. The evidence is there. The question is “how can the best artwork assessment plans be incorporated using the inquiry-based learning method. I will research the idea and design a plan to successfully achieve the goal. An assessment plan that uses inquiry-based learning will not only achieve the goal for this project but will also enhance the learning experience for my art students.

Research Summary

Standardized assessments do have a place in art assessments. Using this form of assessment to check proficiency with vocabulary terms and basic art terms is practical. They however do little to encourage thought and increase skill performances. Furthermore, the tests are designed to compare a student’s performance to another’s. In a field that lives off of individual creativity this is not an assessment tool that should be used predominantly in art classes. Performance based assessment, where a student is assessed on how well they are able to perform a task and not just provide or select and answer, can be too subjective to give the students any concrete feedback (Markham, 2013). Some ways to give performance-based assessments are to have the student develop a portfolio or write journals. A problem with this is that some artists argue that there is no right or wrong answers in artwork and any attempt to assess this way can hinder creativity. An extended task performance-based assessment is more in tune with the kind of learning that takes place in an art classroom. However, with much of the

growth and learning being open-ended and the exercises being extended response, where students experiment over a long period of time, researchers have found that this is probably the best method of assessment in art classrooms. The problem is that school districts want to know what their students are learning and they need data to prove the learning is taking place (Balsley, 2011). With all of this in mind, researchers have discovered that because the arts are often relative from one person to the next (Why Have Assessments?), rubrics are the best way to handle the subjectivity issue. A way this can be achieved is if the student and the teacher work together to create the rubrics (Bondy & Kendall, 1998) If a rubric is developed correctly it can serve the students the best and provides a foundation for growth (Balsley, 2011).

Inquiry-Based learning is a concept that has been around for a long time although it is generally recognized as a progressive teaching procedure. There are three main types on inquiry: Structured inquiry, guided inquiry and open inquiry. Structured inquiry is where the teacher gives specific questions and the students search for the answer using steps given to them by the teacher (Magee & Flessner, 2011). The guided approach gives the students the opportunity to develop their own questions and explore in their own way to find conclusions. The open inquiry allows the students to guide their own inquiry including the analyzing of all the data they have gathered. The idea is to create an experience where students take the reigns of their learning. The students research, conduct experiments and share the information with each other to find conclusions. This “scientific approach” creates physical and mental challenges that help students grow. The method is also very productive in terms of social skills gained by the learners.

Research Implications

My research question was, “How can the best artwork assessment plans be incorporated using the inquiry-based learning method?” This question is based on my understanding of clear

and useful assessment techniques, and the idea of incorporating inquiry-based learning into the assessments, so as to encourage collaborative experimentation on the techniques and methods taught during the lessons. The plan specifically is to develop an ever-changing lesson to lesson assessment rubric that is created with a few components in mind. First, is to use information retained from pre-lesson surveys and apply it to that lessons assessment rubric. Second, is to implement at lesson that has a direct connection between the specific assessment benchmarks to inquiry style learning.

Research-based Action Plan

Action Plan Summary Outline

1. All students will complete a pre-lesson survey that is simple yet specific to help me gain a better understanding of their skills that will guide the drafting of their personalized assessment rubric.
2. All students will receive traditional style lesson guidelines to aid in the initial stages of inquiry.
3. All students will congregate in small teams while working on their own individual project.
4. While in the teams the students will collaborate and experiment with techniques and document and articulate their struggles and successes.
5. All Students will complete a post-lesson survey that answers specific questions about the process.
6. Teacher will analyze the data from the pre and post-lesson surveys as well as the information from the rubric scores to gauge overall success of the process.

Targeted Student Learning Objective

1. Standardized goal: Wisconsin's Academic Standards for Art and Design Education, C.12.4: "Use advanced design techniques to improve and/or change artwork."
2. Targeted learning objective: "same"

Tasks and Essential Proficiency Criteria for Targeted Learning Objective

1. Task: Students will confidently demonstrate various art creating methods.
2. Criteria that Prove Proficiency in Meeting Targeted Learning Objective(s)
 - a. Students will complete pre-lesson surveys (Artifact B-1) and participate in inquiry collaboration with small teams.
 - b. Students will collaborate with instructor to complete a multiple checkpoint rubrics (Artifact B-2) that has been developed by the instructor using the information from the pre-lesson survey.
 - c. Students will be required to prove collaboration with other students, either from face-to-face conversations or through social media.
 - d. Students will complete questions and provide examples pertaining to the lesson that indicate proficiency and understanding of concepts and techniques in a post-lesson survey (Artifact C).

Methods to Assess Progress of Proficiency for Targeted Learning Objective

1. Compare survey results from those of previous classes.
2. Compare rubric scores from those of students from previous classes.
3. Observe overall enthusiasm from the students in all Art studio classes.

Post-assessments

Instructional Insights Related to WTS and Targeted Student Learning Objective

I am excited to implement my new assessment plan to my high school studio art classes. The idea of gaining information from the students pertaining to their experience and overall attitude of each before each lesson is a great way to start a more engaging relationship with them. I'm moving away from the times when I would present a lesson to a group of students that I knew little about as far as their skill level and experience, and let them proceed on their own. I want to lead them on an exploration through the lessons and hopefully pull out the every ounce of creativity and craftsmanship they have in them.

Through my research I found that there are several methods of assessment that could be used for artwork. Almost all of them are performance-based assessments. The problem is the subjectivity and students being unaware of clear expectations of the lesson. Rubrics provide an objective clear picture of the kind things they should be displaying. They also show some concrete data to prove student learning as well as effectiveness of the art program itself.

I also recently did extensive research on inquiry-based learning and decided that this could be an effective learning method to blend into these assessments. The rubrics are living, meaning that they grow and change lesson to lesson and person to person. Why not write criterion into these rubrics that integrate this type of collaborative experimentation? The students will not only be attached more closely to their own development, but also play a roll in the development of their classmates. For me, I will play the important role of facilitator and support builder. I will no longer be a bystander during key moments in the lesson.

Comparison of Student Performance Related to Targeted Student Learning Objective

I anticipate the performance of each student will elevate. The nice thing about the objective of the plan as the assessment component is built in the lessons so that data to prove the effectiveness of the goal will be apparent. Proficiency related to specific criterion is going to be

easy to see. Simply by having a more refined rubric that is tailored to each student's skills sets will enhance their learning experience by giving more cumulative feedback at appropriate times.

Comparison of Learning Environment While Learning Targeted Objective

I'm looking into the future and I'm seeing an art studio classroom where students are enthusiastically engaged with each other. They are sharing ideas, teaching each other about techniques and methods that they have discovered. I'm seeing a classroom where students are gaining confidence in their social skills by challenging each other to push the limits of their own creative capabilities. I envision a group of students that gained knowledge through experimentation and meaningful collaboration with me and other students. I'm seeing environment of inquiry and a fair and open-minded approach to assessing the progress of each and every student.

Reflection of Entire Learning Process

"How can the best artwork assessment plans be incorporated using the inquiry-based learning method?" The students, through a guided inquiry approach will engage in collaborative learning of art techniques. The teacher will play an important role of facilitator and lead the students by providing useful assessment through the process, yet allowing them the freedom to learn from each other.

What Worked and Why

1. An environment was created that not only encouraged students to collaborate with each other; it was required of them to do so.
2. The learners were able to get multiple perspectives about different techniques and working with multiple mediums.
3. The students gained valuable practice time using their social skills.

What Did Not Work and Why

1. Some students were reluctant to engage in conversation about things they discovered through the process either because of shyness or not wanting to “give away” their tricks.
2. Some students didn’t know how to use the information they were getting from other students.

My Next Steps

1. Evaluate the proficiency in upper level studio classes to see if the students are advancing their development of the skills and use of mediums.
2. Continue to refine the surveys and rubrics for each lesson to encourage as much inquiry-based learning as possible.

References

- Balsley, J. (2011, January 23). Top 10 reasons art assessment matters. Retrieved from <http://theartofeducation.wordpress.com/2010/10/12/top-10-reasons-art-assessment-matters/>
- Bondy, C., & Kendall, B. (1998). *Ongoing assessment, The teaching for understanding guide*. San Francisco: Josey-Bass.
- Magee, P., & Flessner, R. (2011). 5 strategies to support all teachers. *Science and Children*, 48(7), 34-36.
- Markham, T. (2013, July 3). The challenges and realities of inquiry-based learning. Retrieved July 7, 2014, from <http://blogs.kqed.org/mindshift/2013/07/the-challenges-and-realities-of-inquiry-based-learning/>
- Why Have Assessments? (2014). Retrieved from <http://www.incredibleart.org/links/toolbox/assessment.html>

Artifact A

The following are two examples of my old rubrics that were very vague and did not encourage inquiry.

Artwork and Portfolio Assessment Form

Student's Name _____ Class _____ Unit _____

Category	Description	Exceptional 5	Good 4	Average 3	Needs Work 2	Unacceptable 1
Fulfills Requirements	Does the work solve the problems outlined in the assignment?	Went beyond what was required by the assignment	Completely followed the outline of the assignment	Assignment was fulfilled but not completely	Completed the assignment with the outline in mind	Displayed little or no attention to the assignment
	Are the variations made for valid reasons?	Changes were made with careful thought and done correctly	Changes were made that positively effect the piece	A few variations were made but more are needed	Variations were made but were done tentatively	Variations were needed but were not done
Care	Did the student pay attention to the consistency of the work?	Work makes sense and flows perfectly	Work makes sense and shows some fluidity	Work makes sense but doesn't flow well	Work is hard to understand and has no fluidity	Work makes no sense and doesn't flow at all
	Is the work presentable?	Paid extraordinary attention to the care of the piece	Piece is ready to be displayed	Work needs more care before it can be displayed	Assignment is done but far from ready to be displayed	Piece is not done nor ready to be displayed
Creativity	Is the work original, daring, and innovative?	Style is apparent but not afraid to progress from it	Student definitely has own style	Student is developing their own style	Shows little evidence of their own style	Takes no chances has no personal touch
	Does it extend or change from work done by the student in the past?	Work is very unpredictable and prolific	Work shows a definite progression	Work is progressive but still predictable	Style dominates the piece	Work is very predictable and no creativity shown
Composition & Design	Are the principles of design and composition used to make the visual elements work well?	Composition has been worked to perfection	Student shows obvious attention to composition	Composition Shows some aesthetic thought	Shows minimal understanding of composition	Shows no concern for artistic composition
	Is the work free from mistakes that distract from the effectiveness of the work?	All areas are perfectly completed	Work is complete and free from mistakes	Work is complete with just a few mistakes	Work is complete but needs to be cleaned up	Work is far from complete and very sloppy
				Total		

Assessment Rubric					
Students Name:				Class:	
Assignment:				Date:	
The number circled is the one that best shows the level of the student with each criteria	Excellent	Good	Average	Needs Improvement	Rating
All required elements defined at the beginning of the lesson are apparent.	10	9 - 8	7	6 or less	
Student started with an idea and was able to develop the idea through the process	10	9 - 8	7	6 or less	
The composition displays an understanding of the elements and principles of design.	10	9 - 8	7	6 or less	
Student displayed effort and care throughout the process.	10	9 - 8	7	6 or less	
Student was able to use the media without trouble and displayed skillfulness	10	9 - 8	7	6 or less	
				Total	/50

Artifact B-1

The following is a pre-lesson survey which gathers information about the student. That information helped create the rubric that is also a part of this artifact.

Drawing and Painting Pre-Lesson Student Survey

What is the media we're about to use?

Have you used the media before....if so, when and how much?

What artist's style are you going to be using for this painting?

During your research of the media and Artist's style, what specific preparations will need to be made before you start?

Do some searching by reading or talking to other people that have used this media.

After, do you anticipate confronting any struggles during the process?

What would you consider a success at the end of the project? What are you trying to accomplish?

Artifact 2-B

This rubric was created for a specific student using the information gathered from the answers they gave in the pre-lesson survey.

Assessment Rubric						
Students Name:					Class:	
Assignment:					Date:	
Criteria	Excellent	Good	Average	Needs Improvements	Rate Yourself	Teacher's Rating
Criteria 1: Engagement: The student thoughtfully answered survey questions and used tools of inquiry to find evidence.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 2: Preparation: Using the knowledge gained the student is well prepared to start the project.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 3 – Problem solving: The student is able to predict possible problems and work through them. Student documents difficulties and discusses them with other students	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 4 – Effort: took time to develop idea & complete project. (Didn't rush.) Good use of class time.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 5 – Reflection: The student articulates what they learned from their own experience and what information they gained from collaboration with other students.	10 - 9	8 - 9	7 - 8	6 or lower		
					Your Total	Teacher Total
					/50	/50

Artifact C

This artifact is a post-lesson survey that aides the teacher in gathering data on proficiency of the skills and knowledge of the lesson information taught in the lesson.

Drawing and Painting Post-Lesson Student Survey

What was the media used?

Have you used the media before? If so when and how much?

What Elements of Design were covered in the project?

Were the guidelines or specific instructions helpful in getting you started?

Comment on any of yours or a team member's struggles or successes during the process?

What did you learn about the technique or the media used during the project?

List at least 1 thing you learned from another student's experiments during the process?

Artifact D

Below is a unit plan that I created for my studio Drawing and Painting I class. This unit plan is written for high school students who are sophomores or higher and have taken the course Introduction to Art as a prerequisite.

Teacher of Course: Eric Wedemeyer

Date: 04/14/2014

Unit Plan	
Grade & Course Name	Drawing and Painting I
Unit Plan Name/Theme	Famous Artist Painting Unit
Length of Unit/Time	15 days in Block Scheduling
The Big Picture	
Unit Goal (overarching purpose of the unit- the broad reason for teaching this unit):	
The students will be introduced to a successful painter from various time periods and extended parts of the world. They will learn about the influences, life, style progressions and subject preferences of these artists. They students will share their research findings with each other to add to the perspectives of other students. After extensive research is done with the final artist they picked each student will experiment with the appropriate subject matter and try to mimic the style of the artist they chose. This will expand the parameters of the student and likely get them out of their comfort zone. As a result the student will grow in their ability to create art.	
Catholic Identity Elements (be sure to note virtues and core values):	
Sharing is an important catholic value. This lesson not only promotes the concept of sharing it requires it. Student interaction by means of collaborative experimentation is a key component in this lesson. God intended us to interact with each other. He wants us to share with each other. The entire duration of this unit the students will be helping each other and sharing what their experience with their fellow classmates.	
Standards (CC, National, State, Diocesan, Technology):	
<ul style="list-style-type: none"> • A.12.4 Know and recognize many styles of art from various times • B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs • C.12.4 Use advanced design techniques to improve and/or change artwork • C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols • C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process • C.12.10 Assume personal responsibility for their learning and the creative process • D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality • E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products • I.12.7 Work independently, collaboratively, and with deep concentration when creating 	

works of art		
Essential Questions (The central, thought-provoking questions within the unit. These are the big questions)	<ul style="list-style-type: none">What are the techniques each artist used?What are the best ways to apply gesso to a canvas?Why is it essential to paint in layers?Wow did each artist develop their own style?How do I use the style of my artist yet make the painting my own?	
Enduring Understandings (The “big ideas” students should walk away with that will help them in courses going forward and in life. These are the big answers.)	<ul style="list-style-type: none">Students will increase their understanding of perspective by researching a famous painterComposition by means of the way shapes are arranged on the canvas is very important to the overall aesthetics of the piece.Colors and color patterns are important to the “mood” or “feeling” of the pieceHow the paint is applied can change the composition and feel of the painting drastically.	
Unit Readings and Vocabulary (what will students be reading and key terms/vocab)		
Fiction Text(s)	None	
Non-Fiction Text(s)	N/A	
Essential Unit Vocabulary/Terms	Function, Form, Gesso, Acrylic, Composition, Negative Space, Perspective	
Formative Learning Steps Leading to Unit Standards and Expectations Align and order formative standards/expectations. Then formulate learning objectives.		
Formative Step 1	Total Time: 3 class days	
Standard(s)/Expectation(s):		
How communicate: PURPOSE for/to AUDIENCE What to learn? (knowledge, skills) Clear Learning Objectives	VOICE (delivery role), EMPHASIS,SUPPORT, ORGANIZATION How to learn? Specifically, what does the teacher do to promote learning- (patterns/process from think→do). Methods to Motivate/Connect/Sustain Learning	VALIDATE, EDIT/REVISE How Assess→Correct→Confirm to Proficiency?
1. Students will learn the background including influences and painting styles of famous artists. 2. The students will learn from each other how to create different effects using a variety of painting techniques.	1. The teacher provides pre-lesson survey 2. Teacher will give the students two Famous artists to choose 3. Students are required to research both artists. 4. Teacher will develop assessment rubric in collaboration with the teacher.	1.The teacher will read the answers given by each student in the pre-lesson survey 2. The teacher will use that information to create a rubric that is specific to each student. 3. Each student will master each criteria of the rubric before they advance in the project.
Formative Step 2	Total Time: Duration of the unit	
Standard(s)/Expectation(s):		
How communicate: PURPOSE	VOICE (delivery role). EMPHASIS.	VALIDATE, EDIT/REVISE

for/to AUDIENCE What to learn? (knowledge, skills) Clear Learning Objectives	SUPPORT, ORGANIZATION How to learn? Specifically, what does the teacher do to promote learning- (patterns/process from think→do). Methods to Motivate/Connect/Sustain Learning	How Assess→ Correct→Confirm to Proficiency?
1. A component to each rubric is to collaborate with other students. 2. Each student will document their conversations with other students either in a journal or social media.	1. Students will choose one of the 2 artists and extend their research 2. Students will mimic the style of that artist and experiment	1. The student will work closely with the teacher to “check off” the criterion that was created before the project started. 2. The student will complete a post-lesson survey that proves learning
Instructional Resources		
<i>List all the instructional resources (materials and technology to be used in the unit; do not re-list fiction and non-fiction texts identified above.</i>		
Cross Curricular Link(s)		
<i>List any/all the connections you have made to other content areas such as math, science, religion, arts, etc. Especially note if working specifically with another teacher for cross curriculum.</i>		
Religion History		
Instructional Activities/Learning Plan (This serves as a reminder to include as many of these as possible in unit plans.)		
<input type="checkbox"/> Catholic Identity <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking/Listening <input type="checkbox"/> Vocabulary/Terms <input type="checkbox"/> Brain <input type="checkbox"/> Breaks/Movement	<input type="checkbox"/> Viewing & Modeling <input type="checkbox"/> Relevant to Student <input type="checkbox"/> Blooms Taxonomy <input type="checkbox"/> Differentiation/multiple intelligences <input type="checkbox"/> Quality & Quantity <input type="checkbox"/> Essential “Must Haves”	